

## Forestbrook Elementary

4000 Panther Parkway  
Myrtle Beach, S.C. 29588

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	693 Students	
<b>Principal</b>	Johnny Calder	843-236-8100
<b>Superintendent</b>	Gerrita Postlewait	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	53	23	0	0

### IMPROVEMENT RATING

GOOD

### ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Excellent	Good	N/A
<b>2003</b>	Excellent	Good	Yes
<b>2004</b>	Excellent	Good	Yes
<b>2005</b>	Excellent	Good	Yes

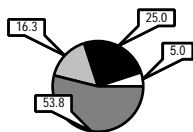
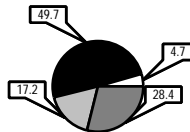
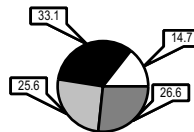
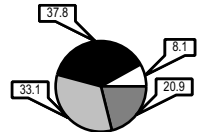
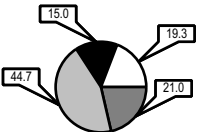
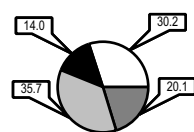
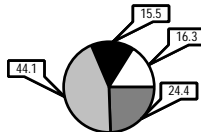
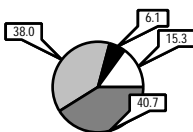
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

93.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	345	100.0	5.0	16.5	53.6	24.9	84.7	Yes	Yes
<b>Gender</b>									
Male	180	100.0	7.3	20.6	50.3	21.8	80.0		
Female	165	100.0	2.6	12.2	57.1	28.2	89.7		
<b>Racial/Ethnic Group</b>									
White	299	100.0	4.9	14.4	53.9	26.8	86.6	Yes	Yes
African American	28	100.0	8.7	43.5	47.8	0.0	52.2	I/S	I/S
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	281	100.0	1.1	11.9	57.1	29.9	93.1		
Disabled	64	100.0	21.7	36.7	38.3	3.3	48.3	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	345	100.0	5.0	16.5	53.6	24.9	84.7		
<b>English Proficiency</b>									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	339	100.0	5.1	16.8	53.5	24.7	84.5		
<b>Socio-Economic Status</b>									
Subsidized meals	148	100.0	8.8	22.8	52.2	16.2	76.5	Yes	Yes
Full-pay meals	197	100.0	2.2	11.9	54.6	31.4	90.8		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	345	100.0	4.7	17.4	28.3	49.5	87.2	Yes	Yes
<b>Gender</b>									
Male	180	100.0	6.1	17.0	31.5	45.5	84.2		
Female	165	100.0	3.2	17.9	25.0	53.8	90.4		
<b>Racial/Ethnic Group</b>									
White	299	100.0	3.5	16.2	27.8	52.5	88.7	Yes	Yes
African American	28	100.0	21.7	30.4	30.4	17.4	60.9	I/S	I/S
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	281	100.0	1.1	11.9	29.9	57.1	95.0		
Disabled	64	100.0	20.0	41.7	21.7	16.7	53.3	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	345	100.0	4.7	17.4	28.3	49.5	87.2		
<b>English Proficiency</b>									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	339	100.0	4.7	17.4	28.2	49.7	87.0		
<b>Socio-Economic Status</b>									
Subsidized meals	148	100.0	8.1	25.0	30.9	36.0	78.7	Yes	Yes
Full-pay meals	197	100.0	2.2	11.9	26.5	59.5	93.5		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	345	100.0	14.6	25.9	26.5	33.0	59.5
<b>Gender</b>							
Male	180	100.0	17.6	23.0	24.2	35.2	59.4
Female	165	100.0	11.5	28.8	28.8	30.8	59.6
<b>Racial/Ethnic Group</b>							
White	299	100.0	11.3	25.4	28.5	34.9	63.4
African American	28	100.0	65.2	21.7	8.7	4.3	13.0
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	281	100.0	7.7	24.5	29.5	38.3	67.8
Disabled	64	100.0	45.0	31.7	13.3	10.0	23.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	345	100.0	14.6	25.9	26.5	33.0	59.5
<b>English Proficiency</b>							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	339	100.0	14.9	25.6	26.6	32.9	59.5
<b>Socio-Economic Status</b>							
Subsidized meals	148	100.0	25.7	27.9	25.0	21.3	46.3
Full-pay meals	197	100.0	6.5	24.3	27.6	41.6	69.2

<b>Social Studies</b>							
All Students	345	100.0	8.1	33.3	20.9	37.7	58.6
<b>Gender</b>							
Male	180	100.0	9.1	32.7	20.6	37.6	58.2
Female	165	100.0	7.1	34.0	21.2	37.8	59.0
<b>Racial/Ethnic Group</b>							
White	299	100.0	7.0	32.0	21.8	39.1	60.9
African American	28	100.0	26.1	52.2	8.7	13.0	21.7
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	281	100.0	4.6	29.9	21.5	44.1	65.5
Disabled	64	100.0	23.3	48.3	18.3	10.0	28.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	345	100.0	8.1	33.3	20.9	37.7	58.6
<b>English Proficiency</b>							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	339	100.0	8.2	33.5	20.6	37.7	58.2
<b>Socio-Economic Status</b>							
Subsidized meals	148	100.0	14.0	39.7	19.1	27.2	46.3
Full-pay meals	197	100.0	3.8	28.6	22.2	45.4	67.6

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	110	100.0	1.0	12.5	29.8	56.7	86.5
	4	98	100.0	2.1	25.3	57.9	14.7	72.6
	5	99	100.0	1.0	43.3	44.3	11.3	55.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	114	100.0	1.9	6.7	48.6	42.9	91.4
	4	119	100.0	5.5	16.4	55.5	22.7	78.2
	5	112	100.0	7.6	25.7	57.1	9.5	66.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	110	100.0	1.9	21.2	28.8	48.1	76.9
	4	98	100.0	2.1	23.2	31.6	43.2	74.7
	5	99	100.0	2.1	29.9	27.8	40.2	68.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	114	100.0	4.8	9.5	31.4	54.3	85.7
	4	119	100.0	4.5	15.5	27.3	52.7	80.0
	5	112	100.0	4.8	26.7	26.7	41.9	68.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	114	100.0	7.6	21.0	41.0	30.5	71.4
	4	119	100.0	13.6	20.0	24.5	41.8	66.4
	5	112	100.0	22.9	36.2	14.3	26.7	41.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	114	100.0	4.8	16.2	20.0	59.0	79.0
	4	119	100.0	5.5	33.6	24.5	36.4	60.9
	5	112	100.0	14.3	49.5	18.1	18.1	36.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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## SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n= 693)</b>				
First graders who attended full-day kindergarten	87.8%	Down from 96.8%	100.0%	100.0%
Retention rate	1.4%	Down from 2.9%	2.5%	3.0%
Attendance rate	96.2%	Down from 96.3%	96.5%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.0%	Down from 9.1%	3.4%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.1%	Up from 5.5%	2.7%	3.2%
Eligible for gifted and talented	32.4%	Up from 27.1%	18.7%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.8%	Up from 10.3%	8.0%	8.2%
Older than usual for grade	0.1%	Down from 0.3%	0.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Up from 0.2%	0.0%	0.0%
<b>Teachers (n= 44)</b>				
Teachers with advanced degrees	50.0%	Down from 59.0%	53.8%	52.6%
Continuing contract teachers	88.6%	Down from 100.0%	84.2%	83.3%
Highly qualified teachers	79.1%	Down from 96.7%	93.6%	93.5%
Teachers with emergency or provisional certificates	7.3%	Up from 2.6%	0.0%	0.0%
Teachers returning from previous year	90.4%	Down from 90.7%	89.0%	87.0%
Teacher attendance rate	95.4%	Up from 95.0%	94.9%	95.0%
Average teacher salary	\$44,723	Up 5.1%	\$42,625	\$41,703
Prof. development days/teacher	21.1 days	Up from 20.3 days	12.2 days	12.8 days
<b>School</b>				
Principal's years at school	12.0	Up from 11.0	5.0	4.0
Student-teacher ratio in core subjects	22.4 to 1	Up from 18.2 to 1	19.7 to 1	18.8 to 1
Prime instructional time	90.0%	Up from 89.1%	90.1%	89.8%
Dollars spent per pupil*	\$6,633	Down 1.4%	\$5,947	\$6,242
Percent of expenditures for teacher salaries*	66.0%	Up from 65.6%	66.3%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	76.8%		89.4%	
Highly qualified teachers in high poverty schools	90.1%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

## Abbreviations for Missing Data

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Forestbrook Elementary School's family experienced many successes during the 2004-2005 school year. We were also recognized again by the state's Education Oversight Committee as a school that is "Closing the Gap" for historically underachieving student groups. Our school was also named a finalist for the Intel/Scholastic Schools of Excellence Award. We were a host school for the National Blue Ribbon School of Excellence conference with many of our teachers presenting at the state and national level. The Horry County School District presented Forestbrook Elementary School with the Pacesetter Award for the 5th consecutive year for outstanding student achievement. Stella Carmody, our media specialist, was named a top ten finalist for the Horry County Schools' Teacher of the year. We also had a very successful year with our service learning program, which is headed by our student council. This year alone, we were able to provide aid to some of our Forestbrook families who had fallen on hard times, and we participated in the Tsunami Relief Fund and the March of Dimes, where we raised over \$13,000 making us the top fundraising organization in the state.

The top priority at Forestbrook Elementary School is academic achievement. We continue to strive to move each and every student to higher levels of learning. With our continued use of the Northwest Evaluation Association's Measures of Academic Progress (MAP), we are able to continually study strengths and weaknesses of each child in grades 2 through 5 and chart individual courses for success. Our task is to analyze where our students showed growth, analyze why the growth occurred, and make research-based curriculum and instruction decisions so all of our children are academically challenged. Conversely, we must investigate what changes need to be made where expectations were not met so that we ensure success for all students. By carefully studying the results of all available data, we are able to help our students reach their maximum potential.

The commitment of all stakeholders in the Forestbrook community has assisted in our test results being considerably higher than district, state, and national averages. We are very proud of our accomplishments and hope that you will share in our pride. Forestbrook Elementary School will continue to deliver award-winning programs and a world-class curriculum that allow all students to build the foundation needed to enable them to become successful lifelong achievers. This report card is a call to action for everyone to be involved in our continuing effort to constantly improve. Thank you for your support and for sharing the responsibility of the success of our students, of our school, and of our community.

Johnny Calder, Principal

Cindy Hopkins, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	45	99	0
Percent satisfied with learning environment	97.8%	98.0%	N/R
Percent satisfied with social and physical environment	97.8%	97.0%	N/R
Percent satisfied with school-home relations	100.0%	94.9%	N/R

\*Only students at the highest elementary school grade level at this school and their parents were included.